



## PERFORMANCE MEASURES 2006-07

**CORE INDICATOR #1:** DEMONSTRATED IMPROVEMENTS IN LITERACY SKILL LEVELS IN READING, WRITING, AND SPEAKING THE ENGLISH LANGUAGE, NUMERACY, PROBLEM-SOLVING, ENGLISH LANGUAGE ACQUISITION, AND OTHER LITERACY SKILLS.

PERFORMANCE MEASURES	YEAR 1 (July 1, 1999 – June 30, 2000)	YEAR 2 (July 1, 2000 – June 30, 2001)	YEAR 3 (July 1, 2001 – June 30, 2002)	YEAR 4 (July 1, 2002 – June 30, 2003)	YEAR 5 (July 1, 2003 – June 30, 2004)	YEAR 6 (July 1, 2004 – June 30, 2005)	YEAR 7 (July 1, 2005 – June 30, 2006)	YEAR 8 (July 1, 2006 – June 30, 2007)
<b><u>Beginning ABE Literacy (grade level 0-1.9)</u></b>  The percentage of adult learners enrolled in beginning ABE literacy who completed that level.  Baseline FY 1998: <b>14%</b>  <i>(# completed level ÷ # enrolled = completion rate)</i>	15% of beginning ABE literacy enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	<b><u>Target</u></b> 17%  <b><u>Results</u></b> 40%	<b><u>Target</u></b> 20%  <b><u>Results</u></b> 53%	<b><u>Target</u></b> 28%  <b><u>Results</u></b> 42%	<b><u>Target</u></b> 32%  <b><u>Results</u></b> 52%	<b><u>Target</u></b> 40%  <b><u>Results</u></b> 55%	<b><u>Target</u></b> 53%	<b><u>Target</u></b> 55%
<b><u>Beginning ABE (grade level 2.0-3.9)</u></b>  The percentage of adult learners enrolled in beginning ABE who completed that level.  Baseline FY 1998: <b>24%</b>  <i>(# completed level ÷ # enrolled = completion rate)</i>	25% of beginning ABE enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	<b><u>Target</u></b> 17%  <b><u>Results</u></b> 46%	<b><u>Target</u></b> 20%  <b><u>Results</u></b> 53%	<b><u>Target</u></b> 33%  <b><u>Results</u></b> 51%	<b><u>Target</u></b> 37%  <b><u>Results</u></b> 52%	<b><u>Target</u></b> 41%  <b><u>Results</u></b> 54%	<b><u>Target</u></b> 53%	<b><u>Target</u></b> 55%

**CORE INDICATOR #1: DEMONSTRATED IMPROVEMENTS IN LITERACY SKILL LEVELS IN READING, WRITING, AND SPEAKING THE ENGLISH LANGUAGE, NUMERACY, PROBLEM-SOLVING, ENGLISH LANGUAGE ACQUISITION, AND OTHER LITERACY SKILLS.**

<b>PERFORMANCE MEASURES</b>	<b>YEAR 1</b> (July 1, 1999 – June 30, 2000)	<b>YEAR 2</b> (July 1, 2000 – June 30, 2001)	<b>YEAR 3</b> (July 1, 2001 – June 30, 2002)	<b>YEAR 4</b> (July 1, 2002 – June 30, 2003)	<b>YEAR 5</b> (July 1, 2003 – June 30, 2004)	<b>YEAR 6</b> (July 1, 2004 – June 30, 2005)	<b>YEAR 7</b> (July 1, 2005 – June 30, 2006)	<b>YEAR 8</b> (July 1, 2006 – June 30, 2007)
<b>Low Intermediate ABE (grade level 4.0-5.9)</b>  The percentage of adult learners enrolled in low intermediate ABE who completed that level.  Baseline FY 1998: <b>24%</b> -formerly Intermediate ABE, broken out into Low and High Intermediate ABE in FY2000  <i>(# completed level ÷ # enrolled = completion rate)</i>	<b>25%</b> of low intermediate ABE enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.   	<u><b>Target</b></u>  <b>25%</b>  <u><b>Results</b></u>  <b>54%</b>	<u><b>Target</b></u>  <b>27%</b>  <u><b>Results</b></u>  <b>68%</b>	<u><b>Target</b></u>  <b>35%</b>  <u><b>Results</b></u>  <b>59%</b>	<u><b>Target</b></u>  <b>39%</b>  <u><b>Results</b></u>  <b>54%</b>	<u><b>Target</b></u>  <b>45%</b>  <u><b>Results</b></u>  <b>58%</b>	<u><b>Target</b></u>  <b>55%</b>	<u><b>Target</b></u>  <b>59%</b>
<b>High Intermediate ABE (grade level 6.0-8.9)</b>  The percentage of adult learners enrolled in high intermediate ABE who completed that level.  Baseline FY 1998: <b>24%</b> -formerly Intermediate ABE, broken out into Low and High Intermediate ABE in FY2000  <i>(# completed level ÷ # enrolled = completion rate)</i>	<b>25%</b> of high intermediate ABE enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.   	<u><b>Target</b></u>  <b>25%</b>  <u><b>Results</b></u>  <b>63%</b>	<u><b>Target</b></u>  <b>27%</b>  <u><b>Results</b></u>  <b>48%</b>	<u><b>Target</b></u>  <b>38%</b>  <u><b>Results</b></u>  <b>70%</b>	<u><b>Target</b></u>  <b>42%</b>  <u><b>Results</b></u>  <b>51%</b>	<u><b>Target</b></u>  <b>43%</b>  <u><b>Results</b></u>  <b>55%</b>	<u><b>Target</b></u>  <b>52%</b>	<u><b>Target</b></u>  <b>56%</b>

**CORE INDICATOR #1: DEMONSTRATED IMPROVEMENTS IN LITERACY SKILL LEVELS IN READING, WRITING, AND SPEAKING THE ENGLISH LANGUAGE, NUMERACY, PROBLEM-SOLVING, ENGLISH LANGUAGE ACQUISITION, AND OTHER LITERACY SKILLS.**

<b>PERFORMANCE MEASURES</b>	<b>YEAR 1</b> (July 1, 1999 – June 30, 2000)	<b>YEAR 2</b> (July 1, 2000 – June 30, 2001)	<b>YEAR 3</b> (July 1, 2001 – June 30, 2002)	<b>YEAR 4</b> (July 1, 2002 – June 30, 2003)	<b>YEAR 5</b> (July 1, 2003 – June 30, 2004)	<b>YEAR 6</b> (July 1, 2004 – June 30, 2005)	<b>YEAR 7</b> (July 1, 2005 – June 30, 2006)	<b>YEAR 8</b> (July 1, 2006 – June 30, 2007)
<p><b><u>Low Adult Secondary Education</u></b> (grade level 9.0-10.9)</p> <p>The percentage of adult learners enrolled in low adult secondary education who completed that level.</p> <p>Target established in FY 2000 with first target for FY 2001 (Year 2) set at <b>39%</b></p> <p>(# completed level ÷ # enrolled = completion rate)</p>	<b>N/A</b>	<p><b>39%</b> of low ASE enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.</p> <p><b>Results</b> <b>67%</b></p>	<p><b>Target</b> <b>41%</b></p> <p><b>Results</b> <b>61%</b></p>	<p><b>Target</b> <b>40%</b></p> <p><b>Results</b> <b>86%</b></p>	<p><b>Target</b> <b>45%</b></p> <p><b>Results</b> <b>57%</b></p>	<p><b>Target</b> <b>46%</b></p> <p><b>Results</b> <b>57%</b></p>	<p><b>Target</b> <b>57%</b></p>	<p><b>Target</b> <b>58%</b></p>
<p><b><u>Beginning Literacy ESL</u></b></p> <p>The percentage of adult learners enrolled in beginning literacy ESL who completed that level.</p> <p>Baseline FY 1998: <b>14%</b></p> <p>(# completed level ÷ # enrolled = completion rate)</p>	<p><b>15%</b> of beginning literacy ESL enrollees will acquire (validated by standardized assessment) the level of English language skills needed to complete the educational functioning level.</p>	<p><b>Target</b> <b>17%</b></p> <p><b>Results</b> <b>35%</b></p>	<p><b>Target</b> <b>20%</b></p> <p><b>Results</b> <b>50%</b></p>	<p><b>Target</b> <b>27%</b></p> <p><b>Results</b> <b>57%</b></p>	<p><b>Target</b> <b>33%</b></p> <p><b>Results</b> <b>52%</b></p>	<p><b>Target</b> <b>42%</b></p> <p><b>Results</b> <b>51%</b></p>	<p><b>Target</b> <b>53%</b></p>	<p><b>Target</b> <b>51%</b></p>

**CORE INDICATOR #1: DEMONSTRATED IMPROVEMENTS IN LITERACY SKILL LEVELS IN READING, WRITING, AND SPEAKING THE ENGLISH LANGUAGE, NUMERACY, PROBLEM-SOLVING, ENGLISH LANGUAGE ACQUISITION, AND OTHER LITERACY SKILLS.**

PERFORMANCE MEASURES	YEAR 1 (July 1, 1999 – June 30, 2000)	YEAR 2 (July 1, 2000 – June 30, 2001)	YEAR 3 (July 1, 2001 – June 30, 2002)	YEAR 4 (July 1, 2002 – June 30, 2003)	YEAR 5 (July 1, 2003 – June 30, 2004)	YEAR 6 (July 1, 2004 – June 30, 2005)	YEAR 7 (July 1, 2005 – June 30, 2006)	YEAR 8 (July 1, 2006 – June 30, 2007)
<b><u>Beginning ESL</u></b> The percentage of adult learners enrolled in beginning ESL who completed that level. Baseline FY 1998: <b>25%</b> <i>(# completed level ÷ # enrolled = completion rate)</i> <b>Year 8 – this level was divided into two levels: Low Beginning ESL and High Beginning ESL</b>	<b>26%</b> of beginning ESL enrollees will acquire (validated by standardized assessment) the level of English language skills needed to complete the educational functioning level.	<b><u>Target</u></b> <b>28%</b>	<b><u>Target</u></b> <b>31%</b>	<b><u>Target</u></b> <b>31%</b>	<b><u>Target</u></b> <b>32%</b>	<b><u>Target</u></b> <b>40%</b>	<b><u>Target</u></b> <b>49%</b>	
		<b><u>Results</u></b> <b>35%</b>	<b><u>Results</u></b> <b>44%</b>	<b><u>Results</u></b> <b>45%</b>	<b><u>Results</u></b> <b>49%</b>	<b><u>Results</u></b> <b>54%</b>		
<b><u>Low Beginning ESL</u></b> The percentage of adult learners enrolled in beginning ESL who completed that level. <i>(# completed level ÷ # enrolled = completion rate)</i>								<b><u>Target</u></b> <b>54%</b>

**CORE INDICATOR #1: DEMONSTRATED IMPROVEMENTS IN LITERACY SKILL LEVELS IN READING, WRITING, AND SPEAKING THE ENGLISH LANGUAGE, NUMERACY, PROBLEM-SOLVING, ENGLISH LANGUAGE ACQUISITION, AND OTHER LITERACY SKILLS.**

<b>PERFORMANCE MEASURES</b>	<b>YEAR 1</b> (July 1, 1999 – June 30, 2000)	<b>YEAR 2</b> (July 1, 2000 – June 30, 2001)	<b>YEAR 3</b> (July 1, 2001 – June 30, 2002)	<b>YEAR 4</b> (July 1, 2002 – June 30, 2003)	<b>YEAR 5</b> (July 1, 2003 – June 30, 2004)	<b>YEAR 6</b> (July 1, 2004 – June 30, 2005)	<b>YEAR 7</b> (July 1, 2005 – June 30, 2006)	<b>YEAR 8</b> (July 1, 2006 – June 30, 2007)
<b><u>High Beginning ESL</u></b>  The percentage of adult learners enrolled in beginning ESL who completed that level.  <i>(# completed level ÷ # enrolled = completion rate)</i>								<b><u>Target</u></b>  <b>54%</b>
<b><u>Low Intermediate ESL</u></b>  The percentage of adult learners enrolled in low intermediate ESL who completed that level.  Baseline FY 1998: <b>31%</b> -formerly Intermediate ESL, broken out into Low Intermediate and High Intermediate in FY 2000  <i>(# completed level ÷ # enrolled = completion rate)</i>	<b>32%</b> of low intermediate ESL enrollees will acquire (validated by standardized assessment) the level of English language skills needed to complete the educational functioning level.	<b><u>Target</u></b>  <b>28%</b>  <b><u>Results</u></b>  <b>42%</b>	<b><u>Target</u></b>  <b>30%</b>  <b><u>Results</u></b>  <b>58%</b>	<b><u>Target</u></b>  <b>34%</b>  <b><u>Results</u></b>  <b>59%</b>	<b><u>Target</u></b>  <b>38%</b>  <b><u>Results</u></b>  <b>55%</b>	<b><u>Target</u></b>  <b>42%</b>  <b><u>Results</u></b>  <b>61%</b>	<b><u>Target</u></b>  <b>55%</b>	<b><u>Target</u></b>  <b>59%</b>

**CORE INDICATOR #1: DEMONSTRATED IMPROVEMENTS IN LITERACY SKILL LEVELS IN READING, WRITING, AND SPEAKING THE ENGLISH LANGUAGE, NUMERACY, PROBLEM-SOLVING, ENGLISH LANGUAGE ACQUISITION, AND OTHER LITERACY SKILLS.**

<b>PERFORMANCE MEASURES</b>	<b>YEAR 1</b> (July 1, 1999 – June 30, 2000)	<b>YEAR 2</b> (July 1, 2000 – June 30, 2001)	<b>YEAR 3</b> (July 1, 2001 – June 30, 2002)	<b>YEAR 4</b> (July 1, 2002 – June 30, 2003)	<b>YEAR 5</b> (July 1, 2003 – June 30, 2004)	<b>YEAR 6</b> (July 1, 2004 – June 30, 2005)	<b>YEAR 7</b> (July 1, 2005 – June 30, 2006)	<b>YEAR 8</b> (July 1, 2006 – June 30, 2007)
<p><b><u>High Intermediate ESL</u></b></p> <p>The percentage of adult learners enrolled in high intermediate ESL who completed that level.</p> <p>Baseline FY 1998: <b>31%</b>-formerly Intermediate ESL, broken out into Low Intermediate and High Intermediate in FY 2000</p> <p>(# completed level ÷ # enrolled = completion rate)</p>	<p><b>32%</b> of high intermediate ESL enrollees will acquire (validated by standardized assessment) the level of English language skills needed to complete the educational functioning level.</p>	<p><b><u>Target</u></b></p> <p><b>32%</b></p> <p><b><u>Results</u></b></p> <p><b>43%</b></p>	<p><b><u>Target</u></b></p> <p><b>34%</b></p> <p><b><u>Results</u></b></p> <p><b>53%</b></p>	<p><b><u>Target</u></b></p> <p><b>36%</b></p> <p><b><u>Results</u></b></p> <p><b>56%</b></p>	<p><b><u>Target</u></b></p> <p><b>39%</b></p> <p><b><u>Results</u></b></p> <p><b>57%</b></p>	<p><b><u>Target</u></b></p> <p><b>42%</b></p> <p><b><u>Results</u></b></p> <p><b>60%</b></p>	<p><b><u>Target</u></b></p> <p><b>55%</b></p>	<p><b><u>Target</u></b></p> <p><b>58%</b></p>
<p><b><u>Advanced ESL</u></b></p> <p>The percentage of adult learners enrolled in low advanced ESL who completed that level.</p> <p>Baseline FY 1998: <b>38%</b>-formerly Advanced ESL, broken out into Low Advanced and High Advanced in FY 2000</p> <p>(# completed level ÷ # enrolled = completion rate)</p>	<p><b>39%</b> of both (combined) low and high advanced ESL enrollees will acquire (validated by standardized assessment) the level of English language skills needed to complete the educational functioning level.</p>	<p><b><u>Target</u></b></p> <p><b>35%</b></p> <p><b><u>Results</u></b></p> <p><b>45%</b></p>	<p><b><u>Target</u></b></p> <p><b>37%</b></p> <p><b><u>Results</u></b></p> <p><b>53%</b></p>	<p><b><u>Target</u></b></p> <p><b>32%</b></p> <p><b><u>Results</u></b></p> <p><b>46%</b></p>	<p><b><u>Target</u></b></p> <p><b>35%</b></p> <p><b><u>Results</u></b></p> <p><b>47%</b></p>	<p><b><u>Target</u></b></p> <p><b>38%</b></p> <p><b><u>Results</u></b></p> <p><b>53%</b></p>	<p><b><u>Target</u></b></p> <p><b>47%</b></p>	<p><b><u>Target</u></b></p> <p><b>51%</b></p>

CORE INDICATOR #2: PLACEMENT IN, RETENTION IN, OR COMPLETION OF POSTSECONDARY EDUCATION, TRAINING, UNSUBSIDIZED EMPLOYMENT, OR CAREER ADVANCEMENT								
PERFORMANCE MEASURES	YEAR 1 (July 1, 1999 – June 30, 2000)	YEAR 2 (July 1, 2000 – June 30, 2001)	YEAR 3 (July 1, 2001 – June 30, 2002)	YEAR 4 (July 1, 2002 – June 30, 2003)	YEAR 5 (July 1, 2003 – June 30, 2004)	YEAR 6 (July 1, 2004 – June 30, 2005)	YEAR 7 (July 1, 2005 – June 30, 2006)	YEAR 8 (July 1, 2006 – June 30, 2007)
<b><u>Placement in Postsecondary Education or Training</u></b>  The percentage of adult learners (with a goal of advanced education or training) who entered postsecondary education or training.  Baseline FY 1998: 1656- changed to percentages in FY 2000 with first target for FY 2001 (Year 2) set at <b>30%</b>  <i>(# entered postsecondary education/training ÷ # with goal of advanced education/training = postsecondary placement rate)</i>	<b>1821</b> adult learners will enroll in further academic or vocational programs.	<b>30%</b> of adult learners with a goal of advanced education or training will enroll in postsecondary education or training.  <b><u>Results</u></b> <b>73%</b>	<b><u>Target</u></b> <b>35%</b>	<b><u>Target</u></b> <b>46%</b>	<b><u>Target</u></b> <b>50%</b>	<b><u>Target</u></b> <b>58%</b>	<b><u>Target</u></b> <b>69%</b>	<b><u>Target</u></b> <b>65%</b>
			<b><u>Results</u></b> <b>74%</b>	<b><u>Results</u></b> <b>77%</b>	<b><u>Results</u></b> <b>68%</b>	<b><u>Results</u></b> <b>64%</b>		

CORE INDICATOR #2: PLACEMENT IN, RETENTION IN, OR COMPLETION OF POSTSECONDARY EDUCATION, TRAINING, UNSUBSIDIZED EMPLOYMENT, OR CAREER ADVANCEMENT								
PERFORMANCE MEASURES	YEAR 1 (July 1, 1999 – June 30, 2000)	YEAR 2 (July 1, 2000 – June 30, 2001)	YEAR 3 (July 1, 2001 – June 30, 2002)	YEAR 4 (July 1, 2002 – June 30, 2003)	YEAR 5 (July 1, 2003 – June 30, 2004)	YEAR 6 (July 1, 2004 – June 30, 2005)	YEAR 7 (July 1, 2005 – June 30, 2006)	YEAR 8 (July 1, 2006 – June 30, 2007)
<b>Placement in Unsubsidized Employment</b> The percentage of adult learners not employed at program entry, with an employment goal, who entered unsubsidized employment by the end of the first quarter after the program exit quarter.  Baseline FY 1998: <b>13%</b> (25% required)  <i>(# adults obtaining unsubsidized employment in the first quarter after program exit quarter ÷ # of unemployed adults, at entry, with an employment goal = employment rate)</i>	<b>25%</b> of adult learners not employed at enrollment (and in the workforce) will obtain unsubsidized employment.  Federal definition of “employed” = working in a paid, unsubsidized job, or working 15 hours or more per week in an unpaid job on a farm or at a business operated by a family member or the student.	<u>Target</u>	<u>Target</u>	<u>Target</u>	<u>Target</u>	<u>Target</u>	<u>Target</u>	<u>Target</u>
		<b>27%</b>	<b>30%</b>	<b>42%</b>	<b>46%</b>	<b>52%</b>	<b>60%</b>	<b>52%</b>
		<u>Results</u>	<u>Results</u>	<u>Results</u>	<u>Results</u>	<u>Results</u>		
		<b>74%</b>	<b>67%</b>	<b>72%</b>	<b>81%</b>	<b>51%</b>		



CORE INDICATOR #2: PLACEMENT IN, RETENTION IN, OR COMPLETION OF POSTSECONDARY EDUCATION, TRAINING, UNSUBSIDIZED EMPLOYMENT, OR CAREER ADVANCEMENT								
PERFORMANCE MEASURES	YEAR 1 (July 1, 1999 – June 30, 2000)	YEAR 2 (July 1, 2000 – June 30, 2001)	YEAR 3 (July 1, 2001 – June 30, 2002)	YEAR 4 (July 1, 2002 – June 30, 2003)	YEAR 5 (July 1, 2003 – June 30, 2004)	YEAR 6 (July 1, 2004 – June 30, 2005)	YEAR 7 (July 1, 2005 – June 30, 2006)	YEAR 8 (July 1, 2006 – June 30, 2007)
<b><u>Retention in Unsubsidized Employment</u></b> The percentage of relevant adult learners who retained unsubsidized employment in the third quarter after exit quarter from the program.  Relevant learners are defined as: 1. Those enrolled adults employed at a program entry with a job retention goal; 2. Those enrolled adults not employed at program entry with an employment goal who obtained employment by the end of the first quarter after the exit quarter.  Baseline FY 1998: 12,907 employed, 583 retain/advance-changed to percentages in FY 2000 with first target for FY 2001 (Year 2) set at <b>30%</b> <i>(# relevant adults still employed in an unsubsidized job in the third quarter after program exit quarter ÷ # of relevant adults = job retention rate)</i>	<b>6453</b> adults will be retained on the job or advance on the job.	<b>30%</b> of the relevant adult learners will retain unsubsidized employment in the third quarter after the program exit quarter.  Federal definition of “employed” = working in a paid, unsubsidized job, or working 15 hours or more per week in an unpaid job on a farm or at a business operated by a family member or the student.	<b><u>Target</u></b> <b>40%</b>	<b><u>Target</u></b> <b>48%</b>	<b><u>Target</u></b> <b>50%</b>	<b><u>Target</u></b> <b>56%</b>	<b><u>Target</u></b> <b>65%</b>	<b><u>Target</u></b> <b>60%</b>
			<b><u>Results</u></b> <b>90%</b>	<b><u>Results</u></b> <b>94%</b>	<b><u>Results</u></b> <b>96%</b>	<b><u>Results</u></b> <b>59%</b>		
		<b><u>Results</u></b> <b>80%</b>						

**CORE INDICATOR #3: RECEIPT OF A SECONDARY SCHOOL DIPLOMA OR ITS RECOGNIZED EQUIVALENT.**

<b>PERFORMANCE MEASURES</b>	<b>YEAR 1</b> (July 1, 1999 – June 30, 2000)	<b>YEAR 2</b> (July 1, 2000 – June 30, 2001)	<b>YEAR 3</b> (July 1, 2001 – June 30, 2002)	<b>YEAR 4</b> (July 1, 2002 – June 30, 2003)	<b>YEAR 5</b> (July 1, 2003 – June 30, 2004)	<b>YEAR 6</b> (July 1, 2004 – June 30, 2005)	<b>YEAR 7</b> (July 1, 2005 – June 30, 2006)	<b>YEAR 8</b> (July 1, 2006 – June 30, 2007)
<p><b><u>High School Completion</u></b></p> <p>The percentage of adult learners, with a high school completion goal, who earned a high school diploma or recognized equivalent.</p> <p>Baseline FY 1998: 6583- changed to percentages in FY 2000 with first target for FY 2001 (Year 2) set at <b>50%</b></p> <p>(# adults obtaining high school credential ÷ # adults with high school completion goal = high school completion rate)</p>	<p><b>6649</b> adults will earn a high school diploma or recognized equivalent.</p>	<p><b>50%</b> of adults with a high school completion goal will earn a high school diploma or recognized equivalent.</p> <p><b><u>Results</u></b></p> <p><b>66%</b></p>	<p><b><u>Target</u></b></p> <p><b>55%</b></p> <p><b><u>Results</u></b></p> <p><b>67%</b></p>	<p><b><u>Target</u></b></p> <p><b>48%</b></p> <p><b><u>Results</u></b></p> <p><b>62%</b></p>	<p><b><u>Target</u></b></p> <p><b>50%</b></p> <p><b><u>Results</u></b></p> <p><b>80%</b></p>	<p><b><u>Target</u></b></p> <p><b>57%</b></p> <p><b><u>Results</u></b></p> <p><b>78%</b></p>	<p><b><u>Target</u></b></p> <p><b>70%</b></p>	<p><b><u>Target</u></b></p> <p><b>78%</b></p>

ADDITIONAL INDICATOR: ENROLLMENT IN ADULT EDUCATION/LITERACY PROGRAMS.								
PERFORMANCE MEASURES	YEAR 1 (July 1, 1999 – June 30, 2000)	YEAR 2 (July 1, 2000 – June 30, 2001)	YEAR 3 (July 1, 2001 – June 30, 2002)	YEAR 4 (July 1, 2002 – June 30, 2003)	YEAR 5 (July 1, 2003 – June 30, 2004)	YEAR 6 (July 1, 2004 – June 30, 2005)	YEAR 7 (July 1, 2005 – June 30, 2006)	YEAR 8 (July 1, 2006 – June 30, 2007)
<p>The percentage of adult learners within Kentucky's target population (as identified by the Kentucky Adult Literacy Survey) who are enrolled in adult education/literacy programs.</p> <p>Baseline FY 1998: 4% (39,661)</p>	<b><u>Target</u></b>	<b><u>Target</u></b>	<b><u>Target</u></b>	<b><u>Target</u></b>	<b><u>Target</u></b>	<b>County Programs <u>Target</u></b>	<b>County Programs <u>Target</u></b>	<b>County Programs <u>Target</u></b>
	<b>5%</b> <b>(50,000)</b>	<b>6%</b> <b>(60,000)</b>	<b>7.5%</b> <b>(75,000)</b>	<b>9%</b> <b>(90,000)</b>	<b>10%</b> <b>(100,000)</b>	<b>10.5% for basic grant and the higher of 0.5% or 20 for family literacy</b>	<b>11% for basic grant and the higher of 0.5% or 20 for family literacy</b>	<b>11% for basic grant and the higher of 0.5% or 20 for family literacy</b>
	<b><u>Results</u></b>	<b><u>Results</u></b>	<b><u>Results</u></b>	<b><u>Results</u></b>	<b><u>Results</u></b>			
	<b>5.1%</b> <b>(51,117)</b>	<b>6.27%</b> <b>(62,734)</b>	<b>8.6%</b> <b>(86,413)</b>	<b>10.9%</b> <b>(109,880)</b>	<b>120,051</b>	<b>Statewide <u>Target</u></b> <b>115,000</b>  <b><u>Results</u></b> <b>124,801</b>	<b>Statewide <u>Target</u></b> <b>125,000</b>	<b>Statewide <u>Target</u></b> <b>125,000</b>